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ROUNDUP



Published at Great Falls, Montana
by the Great Falls High School

Seventh Year

Number One

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Foreword



DEMOCRACY is nothing more than an experiment in government, more likely to succeed in a new soil, but likely to be tried in all soils, which must stand or fall on its own merits as others have done before it. For there is no trick of perpetual motion in politics any more than in mechanics. President Lincoln defined democracy to be "the government of the people by the people for the people." This is a sufficiently compact statement of it as a political arrangement. Theodore Parker said that "Democracy meant not 'I'm as good as you are,' but 'You're as good as I am.'"

And this is the ethical conception of it, necessary as a complement of the other; a conception which could it be made actual and practical, would easily solve all the riddles that the old sphinx of political and social economy who sits by the roadside has been proposing to mankind from the beginning, and which mankind have shown such a singular talent for answering wrongly.

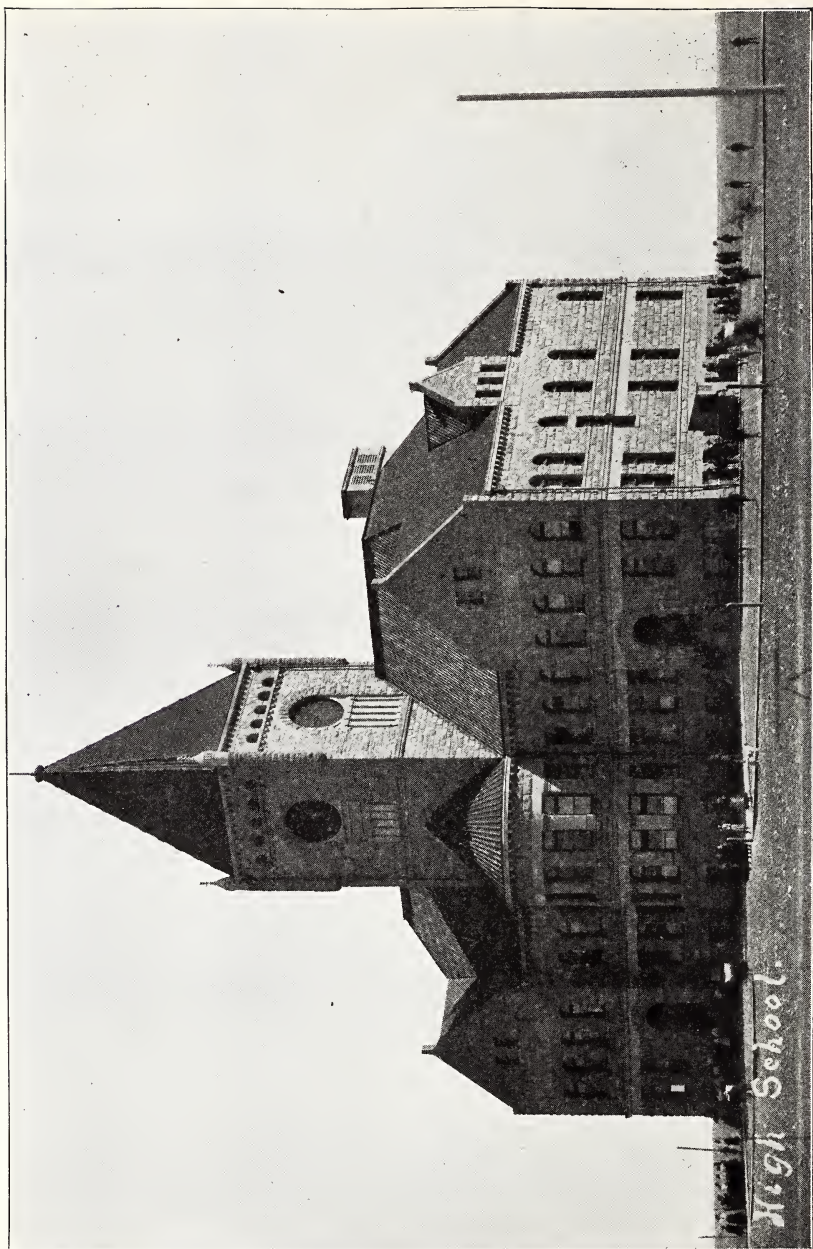
But that is idealism, you will say, and this is an only too practical world. I grant it; but I am one of those who believe that the real will never find an irremovable basis till it rests on the ideal.—Lowell: Democracy.



SUPT. S. D. LARGENT

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S. D. LARGENT	- - -	Superintendent of Schools
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ADALYN L. SEEVERS	- - - - -	Latin
CHAS. McMULLEN	- - - - -	Commercial Subjects
MARY E. LEWIS	- - - - -	Mathematics
DOROTHY FROST	- - - - -	English
GURNIE M. MOSS	- - - -	History, Athletic Coach
C. W. EASTMAN	- - - - -	Chemistry and Physics
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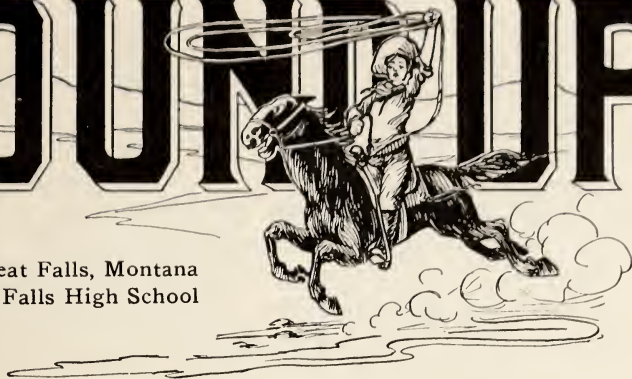


High School.

GREAT FALLS HIGH SCHOOL

ROUNDUP

Published at Great Falls, Montana
by the Great Falls High School



Seventh Year

JANUARY, 1914

Number One

Just Folks



MAN'S inhumanity to man makes countless millions mourn." And yet, in spite of the good old Presbyterian doctrine of total depravity, man is not a monster. True, he is selfish, but most of his acts of cruelty are the result not of his rapacity but are children of two most undesirable parents, Fear and Ignorance. Notwithstanding Thermopylea and Bunker Hill, man is a timid animal. The unknown and its inhabitants fills him with fear. When, moreover, he learns that the stranger is in certain respects unlike himself, his vanity sends up reinforcements to aid his fear. If the man is unlike himself, he must of necessity be inferior and is to be despised as well as distrusted. The stranger has become the enemy. This explains the attitude of the street urchin toward little Lord Fauntleroy, of the cowboy toward the tenderfoot, of the Chinese boxer toward the "foreign devil."

Among the agents which are at work trying to undermine this wall of prejudice between race and race,

between class and class, none is more effective than the public school. Here the child finds friends and playmates widely differing from himself. Here Greek not only meets Greek, but

"English, Irish, Scotch and Spanish,

French, Italian, Dutch and Danish," and representatives of every other nation under the sun. The lion lying down with the lamb was nothing to it, because the lamb, although its feelings are not enlarged upon, must have been distinctly uncomfortable. Long after the more formal instruction has faded with the passing of the years it will be difficult to stir Otto Schmidt, at any stage of his career, into antagonism against the Jewish race when he remembers the patience and loving kindness with which Mosie Fishlander labored with him and guided his first steps through the wilderness of the English language. And again, Morris Mogilewsky will think kindly of the whole irresponsible Irish race when he remembers little Bridget O'Connor who sat across the aisle from him in the old grade school, her quick temper, her

swift remorse, and her winning smile.

Also in the public school-room respect for other nations than his own is forced upon him when he learns that Christopher Columbus was a "Dago," George Washington an officer in the English army, and Christ, our Lord, a Jew.

At first the foreign parent is apt to look upon the public school as but another of the many enemies which he finds all around him in this strange and inexplicable land whose laws he learns as Parnell advised a follower to learn the rules of the house of commons—by breaking them. Especially is this the case if the foreigner is a Russian Jew. Hating and fearing the name of Christian he naturally looks with suspicion and aversion upon an institution fostered by that loathed and dreaded race. This distrust he at first tries to hand down to his child, but little Isadore is placed perhaps under the care of some sweet-faced American girl who takes the warmest interest in all her little aliens. It is again the repetition of the historic love and its cause between Mary and her lamb. Helen M. Todd, Inspector of Factories, said, when speaking of the relationship between teachers and pupils, that when she spoke to one little girl, Marie Mamschalsco, about her school life, the child replied, "Once I had a so-beautiful teacher mit a from-silk waist and mit feaders in her hat, and when she went to talk it was like when brudden he plays on de concertina. Und I feel for dat teacher"—and here her passion stained her pale cheeks red—"like—like I was dat teacher's mudder. I will to get my teacher's rubbers. I will to get my teacher's hat. I will to stand by de street-car

till she come. I will to have my seat in dat school changed. For why? For so I can touch dat teacher's dress when she writes on de black-board. But she would not stay on dat school, she say to me, 'Ah, Maria, I must to go. This teaching school,' she say, 'it kill my heart.' But I make a good-bye party for her by my house, und she give her hand to my fader, und my mudder, und everybody in my house und she say good-bye, und she smile, but when she kiss me good-bye, I can to feel how my teacher's face it is all wet by tears for that she leaves me." Is that the soil in which the evil seeds of class and race hatred can take root?

Commencement brings strangely contrasted parents together in a common pride. The pupils have become much like each other but the parents may be so widely dissimilar as to make the similarity of their children an amazing fact for contemplation. Mothers with shawls on their heads and work-distorted hands may sit beside mothers in Parisian costumes and the silk-clad mother is usually clever enough to appreciate and to admire the spirit which strengthened her weary neighbor through all the years of self-denial, of labor, of poverty, and often hunger, which were necessary to pay for the leisure and education of son or daughter. The feeling of uselessness, of inferiority, which this spirit entails, may humiliate the idle woman, but it is bound to do her good. It will utterly do away with many of her prejudices against the "foreigners." It will make the "Let them eat cake" attitude impossible, as she realizes in her heart that the foreign lowly mothers are like herself, "Just Folks."

MABEL TAYLOR, '13.

A BOTTLE OF INK.

A man once bought a bottle of ink
To write the thoughts that he might
think.

A marble table then he bought
Whereon to write the thoughts he
thought.

He bought a farm, fringed round with
wood,

Encompassed round with solitude,
That he, where none molest, might
sink

And write the thoughts he thought
he'd think.

And then around his bottle of ink
He built a house wherein to think;
And in the house he built a room,
Retired in dim scholastic gloom,
A room made up of alcoved nooks,
And furnished with ten thousand
books!

For from such lakes of lore to drink
He thought would aid his brain to
think.

His hair was thick and richly brown
When at his desk he sat him down,
And long he gazed within the brink
Of that potential bottle of ink;
Ah, long before it did he stay
Until his hair was thin and gray!
And dreamed before that bottle of ink
Of thoughts he thought he ought to
think.

Ah, long he tried to be a bard—
But found his rooster crowed too
hard,

And with loud cock-a-doodle-does,
It frightened off the bashful Muse.
He meditated sounding lines—
But the loud winds among the pines
Disturbed him, blowing from the
west,

And kept his fine lines unexpressed.
And so he died,—old, lame, and blind,
And left his bottle of ink behind;
And some one wrote with it a very
Pathetic, sweet obituary.

A man who suffers from the strain
of unwritten epics on the brain
Can ease the pressure of his grief
With a stub pencil and a leaf.
Old Homer owned no inch of ground,
But sang, and passed his hat around;
No farm, no house, no books, no ink,
But still had divers thoughts to think.
If nothing in the skull abide,
Then nothing helps a man outside;
And what avails a sea of ink
To him who has no thoughts to think?
—Selected.

THE RAIN.

Dripping down in the summer night,
Touching the leaves with fingers
light,
Making them whisper soft and low,
Dripping, dripping, gentle and slow—
I am the rain.

Tipping with diamond drops the
grass,
Caressing sweet flowers as I pass,
Murmuring secrets to them all,
Hear me whispering as I fall,
Summer night's rain.

Washing the dust from the murky air
Leaving it clean, and pure, and fair,
Dripping softly the long night
through,
Recreating a world anew,
Life-giving rain.

FRANCES BURLINGAME.

A CHAPTER ON EYES.

I have no eyes.

Do not misunderstand me when I
say I have no eyes. It is true they
are not very large, but they are there,
two of them; narrow slits, and, when
I laugh they can scarcely be seen,
just two lines that show where eyes
ought to be. When I say then, that I
have no eyes, I wish to impress up-

on you that I mean, I have no eyes that see anything.

In spite of this, I know that I have a faculty of sight, for, when I am told to find cake or pie in the pantry, or when asked to pick out a new dress for myself, I am always able to find them, but not so when I am looking for words in a dictionary or for waists that need buttons.

It is hard, in an age like this when almost everyone knows at least a little something of some foreign language, not to be able to even see to read and spell the English language correctly.

I am constitutionally impressible or sensitive to seeing good things. I have sat through two whole periods in school, till, when dismissed, I have rushed down the street toward home, only to come to a bakery with a window full of candy and cakes. I can see them all right.

I have sat trying to study English but I have imagined myself in some French institution in France instead of reading an English dissertation on a roast pig, or an essay on old China.

Above all, those dresses, and silks, do plague my apprehension when told that I cannot have them until I learn to sew a straight hem, to gaze at a piece of pie, and be told that I can have all the pie I can eat when I learn how to make it myself.

But when those things, such as the words receive and believe, appear in almost every spelling lesson, and I have not yet been able to see in which word the e or i comes first, I am

afraid the stores may keep their dresses, and the baker his pies, until I have eyes that see something.

MARIE HOULE.

THE FALL OF ALEXANDER.

It was the last month of the year 1913 and the thirteenth day at that, when our modern Alexander seeking new worlds to conquer, hied himself to Gibson Lake, where the youth and beauty of the town were circling by on skates. Now our "M. A." had left his skates at home, but that did not seem to matter, for grabbing a club he ran into the crowd and raced with anyone that would run, hitting right and left till he had a clear path all to himself. Then having vanquished all his friends and foes, he made one grand run for the upper end of the lake. But alas, the ice was thin and began to crack, and down went our Alexander to the bottom of the lake. For a moment not a sound was heard, then all at once we saw him crawling out towards the bank. Was this our modern Alexander, this dripping, watery youth? Was this our new chinchilla coat, so shrunken that it would not belt? But where were his friends, to let him go home alone and unattended? Look at those prostrate forms along the shore, doubled up with laughter, they could not move, could not even take a last look as our modern Alexander sadly wended his way home,—a wiser and sadder man.

HARPER JONES.

In Memoriam

Blanche Warner

Class of 1908

G. F. H. S.

In Memoriam

Winifred Stinchcomb

Class of 1915

G. F. H. S



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Seventh Year

JANUARY 1914

Number One

School Democracy

An elderly lady while gossiping with several friends brought up the subject of school democracy and the following conversation ensued: "I don't see any sense in introducing democracy into the public schools here just because the Democrats are in power now, and anyway, nobody has a right to dictate to a student whether he shall be a Democrat or a Republican."

Now this may not be the average person's conception of school democracy and it certainly is to be hoped that it is not. Anyone who will take the trouble to look into the matter will find that democracy merely contains the idea of equality or equal right for all.

Applying this to the school we take this principle of equal rights and work out the basic principle of school democracy to mean respecting the rights of the other fellow; that is, each individual respecting the rights of the other fellow; that is, each individual respecting the rights of all and all respecting the rights of each individual. Each student in a school has an equal right to be included in all school activities (with every other student).

Just as in life, there is a certain social readjustment in the school. Do not understand this to mean the forming of certain so called sets or cliques, but merely the going ahead of some who have a greater amount of natural ability than others. So from this it is seen that the school develops an aristocracy as well as a democracy.

It is charged that the public schools and especially the high school exercise a tendency which is opposed to democracy in that they create a distaste for labor, that is, physical labor. Part of this is again connected with the idea of social rise which means to many less work on the part of the individual rising. Here is where such courses of industrial training as manual training, gardening and domestic science are justified because of the fact that they give the student manual labor and the best ways in which to do it.

One eminent man even goes so far as to blame the modes of dress of the girls for the apparent lack of democracy. He suggests that it be made a law for all girls in high school to wear an established fashion of dress.

But Democracy really seems to mean respecting the rights of the other fellow and giving everyone the square deal from start to finish. It will be a long step toward school democracy when every student in the school will be able to go into every class and say every day that he or she has worked honestly for the day's lesson. Whether this will come before the school is a self-governing body or as the result of self-government remains to be seen, but with everyone getting the square deal all around there will be about the nearest approach to school democracy that is possible.

When our school system was originated, the one thing that the originators of it prided themselves on was that it afforded an equal opportunity for all, but they overlooked the fact that only those who could afford higher education had equal opportunities. Democracy in the schools cannot shut this door of equal opportunity to any. To have democracy we should at least have as practical an education as possible for those who are not able to go on with higher education. The business of the schools is to make life worth living and not only to make a man happy but to make him good for something.

If it is possible to make a man an honest leader in his own field, a workman who is not afraid, or ashamed of his work, there is no cause to dread the consequences of social democracy. This task may be impossible but democracy will never become practical until what is now an ideal becomes the basis of its practicability.



While the football season of 1913 closed with Great Falls holding third place in the state, the teams that defeated her stand in a class by themselves.

Although Great Falls did far less than we hoped she would, we cannot but feel that in some respects football for the year of 1913 was not altogether a failure. It is not to be denied that much more could have been done had we had a good second team to practice with and work the men into condition. Much of the time there were not enough men out to make up a second team. This condition must be overcome before Great Falls can hope to have a championship team. We must get enough outside support to raise money enough to buy suits for the second team men.

It is hard to blame the second team men for not coming out when they are not furnished with a suit and the only reward they get for their work is the hard bumps given them by the stronger first team men.

This year's team was stronger than last year's in nearly every point of the game. The interference was much better than last year's; the line bucking was better, and the forward pass work-

ed in every game it was tried, while last year it was seldom used.

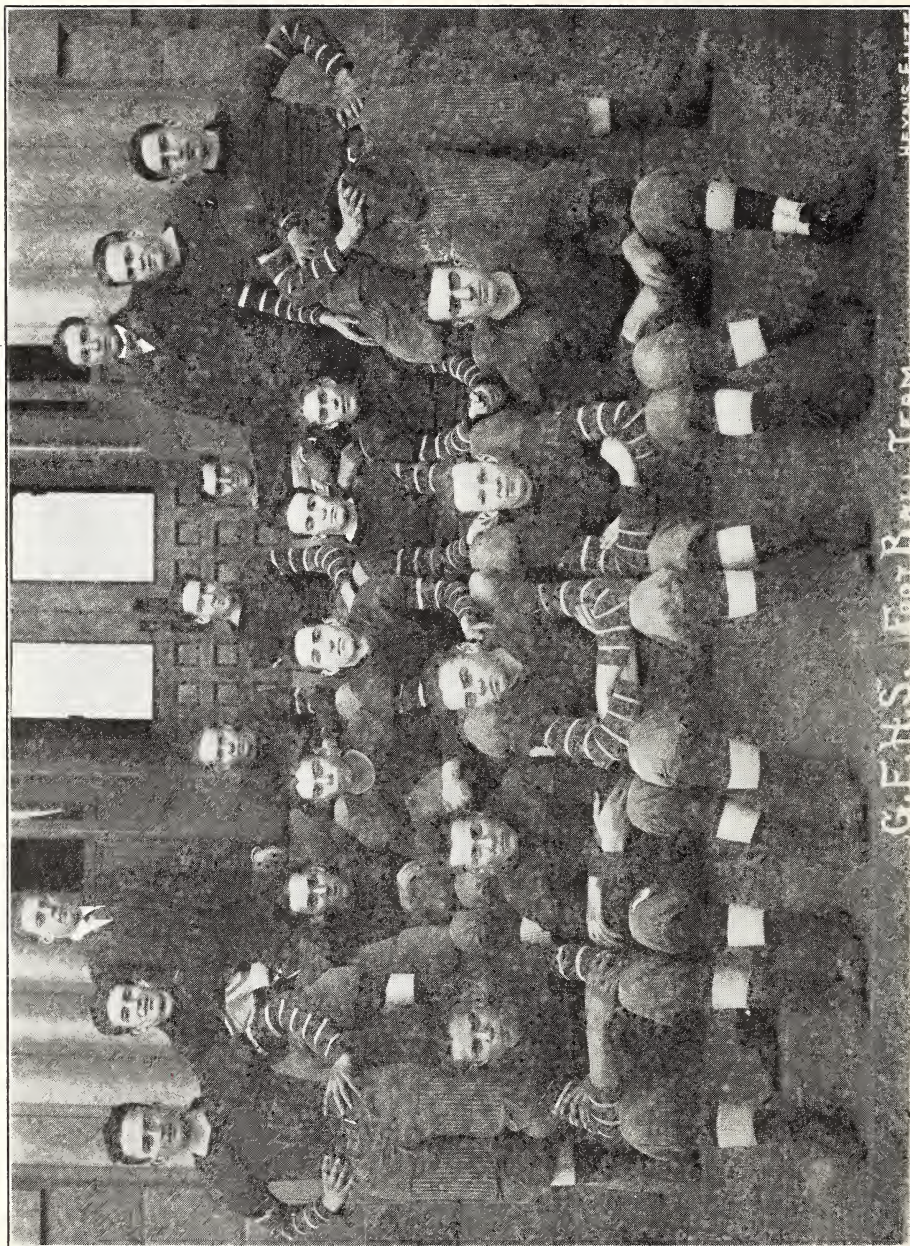
The team would have done much better if there had been more opposition so that the men who did make the first team would have had to work harder and train better in order to hold their positions.

Next year's team ought to be stronger than this year's, because the back field will lose but one man and only two men will be lost from the line. These vacancies can easily be filled with the men who played on the second team this year.

The first game of the season was played against the Bozeman High School Eleven, on October 25th, at Black Eagle Park. The team was in fine condition and was working in good form. The work of Jordan and Berkner on the line together with the line bucking of Berky at full back had much to do towards winning the game for Great Falls. This game was the first contest for Gault as quarter back, but he handled his team well and used good judgment in choosing the plays he used. The line-up for the game was:

Right end—Case.

Right tackle—Fike.



FOOTBALL TEAM.

Right guard—Berkner.
Center—Sweet.
Left end—Buley.
Left tackle—Jordan.
Left guard—Marsh.
Left half back—Watkins.
Right half back—Gillette.
Full back—Berky.
Quarter back—Gault.
Subs—Stearns, Vingom and Johnson.
The score—Bozeman, 0; Great Falls, 18.

The next game of the season was played with Butte on November 1st, at Columbia Gardens. The team was in good condition and went to Butte in good spirit. The game was well attended and Butte outclassed Great Falls in punting and running the ends. The Butte team had the better of Great Falls in weight and experience.

Jordan, "Great Falls' star tackle," had his ankle sprained in the middle of the first quarter, and was replaced by Vingom who held his own against an experienced opponent. Longeway took Watkins's place at the end of the first quarter and did much toward keeping Butte from making a larger score than she did. The lineup was:

Right end—Lambert.
Right tackle—Fake.
Right guard—Berkner.
Center—Sweet.
Left end—Case.
Left tackle—Jordan.
Left guard—Marsh.
Left half back—Watkins, Longeway.
Right half back—Gillette.
Full back—Berky.
Quarter back—Gault.
Subs—Vingom, Longeway, Stearns.
The score—Butte, 40; Great Falls, 0.

The home team did not show its usual form and seemed to be dazed until the middle of the last quarter when they found their wits and carried the ball the length of the field by a series of end runs only to lose the ball on downs with it less than six inches from the goal line. Anaconda was downed be-

hind the line and Great Falls recovered the ball on the twenty yard line and kicked a goal from placement just as the final whistle blew.

Several times during the game Great Falls carried the ball within a few inches of Anaconda's goal only to be held for downs or penalized for fouling.

The lineup was:

Right end—Lambert.
Right tackle—Fake.
Right guard—John on.
Center—Sweet.
Left end—Case.
Left tackle—Vingom.
Left guard—Marsh.
Left half back—Anderson, Longeway.
Right half back—Gillette.
Full back—Berky.
Quarter back—Gault.
Subs—Longeway, Stearns and Watkins.
The score—Anaconda 10, Great Falls 11.

TO THE FOOTBALL TEAM

Young men! you have won for us a great game. Heaven has bounteously lengthened your lives that you may behold this joyous day. You are now where you stood three days ago with your team-mates and fellow classmen. Behold how altered. The same heavens are indeed over your heads; the same field rolls at your feet; but all else how changed. You hear no roar of the opponents' signals, you see no dust rising from the rushing scrimmage. The ground strewn with the fallen; the impetuous charge; the steady and successful repulse; the loud call to repeated assault; the summoning of all that is manly to repeated resistance; eleven bosoms bared freely and fearlessly to whatever terror there may be in the game. All these have you witnessed, but you witness them no more. All is peace. The heights of yonder grandstands, its long rows of seats, which you then saw filled with your teachers and fellow classmates in great anxiety

and looking with unutterable emotions for the issue of the combat have presented you today with the sight of its whole happy school population come out to welcome and greet you with a great jubilee. Yonder young players are not means of annoyance to you, but your school's own means of destruction and defense. All is peace; and God has granted you this sight of your school's happiness ere you graduate from this school. He has allowed you to behold and partake of your patriotic toils, and he has allowed us, your teachers and fellow classmates, to meet you here, in the name of our school to thank you.

But alas! you are not all here. Time and graduation have thinned your band. Birkenbuel, Sengbusch, Jensen, Dalv, Splain! our eyes seek for you in vain among the broken band. You have gone to your place in your country and live only to your school in its grateful remembrance and bright example. But let us not too much grieve that you have met the common fate of schoolboys. You were with us at least long enough to know that your work had been nobly and successfully accomplished. You stayed long enough to see your school's independence established and to lay down your football toys and retire from the game.

JOSEPH HOLMES' 16.

THE SUBSTITUTES.

You may talk about your football stars,
And the heroes of the game.
You may prate of the "line," and "ends"
and "backs,"
And tell of their football fame.
You may praise them in song and story,
And I'm willing to applaud;
But my hat comes off when all is said,
To the men of the second squad.

Through the toil and moil of the scrimmage

With nothing to lose or win;
In front of the grinding cross-bucks,
And the half-backs plunging in,
With never a thought of glory,
Nor hope for the crowd's esteem,
They sweat and strain for the first
team's gain,
These men of the second team.

Oh, it's easy enough to play the game,
While the crowd stands by to cheer;
It's easy to fight when the side lines
shouts

Are ringing in your ear.
It's easy to make your distance,
While the whole assemblage roots;
But cheers and shouts and wild turmoil,
Are not for the substitutes.

And so through the grind of the practice,
Where the choking dust I'es thick,
They smash at the interference,
Or hopelessly block a kick,
Knowing the while that the favor
Of the fickle some football god,
Will go to the men who have "made the
team,"
And not to the second squad.

Oh, they heed not an aching muscle,
Nor pause for a tendon's strain,
They are battered and mauled and
pounded,
But never a word complain.
The first team men are heroes,
And I'm ready to applaud,
But remember the men **behind these
men**
Are the men of the second squad.
"TRUMPETER"—St. John's.

CLASS OFFICERS.

President—Mack Gault.
 Vice-President—Pearl Farnum.
 Secretary—Martha M. Egged.
 Treasurer—Joyce Martin.
 Colors—Lavender and white.
 Motto—Our aim: Quality not quantity.
 Flower—Chrysanthemum.

OPINIONS OF THE LAST YEAR IN SCHOOL.

Matilda Baier—Some good times and some good times.
 Ivy Blossom—A year worth living over?
 Helen Brown—Not so worse! Not such a snap!
 Joyce Martin—My last year has been, in a way, very unsatisfactory to me, since it has shown me how very little I really know; yet, it has been a happy year.
 Minnie Neumeyer—The most pleasant of all the four.
 Pearl Farnum—One grand thing after another?
 Mack Gault—Just beginning to realize how little I know.
 Lydia Shusher—Nothing but “go” all the time and a perfect bore.
 Martha M. Egged—A memory worth the making.
 Clara Mettler—The easiest of all, but ———?

HISTORY OF THE SENIOR CLASS.

In January, nineteen hundred ten, a company consisting of twenty-four girls and nine boys stormed the threshold of the Great Falls High School. With their eighth-grade diplomas grasped firmly in their hands, they marched boldly into the assembly room. Soon roars of laughter from the upper classes greeted them, which was soon suppressed by the principal, who reminded them that they, themselves, were once Freshmen.

In the journey of four years, mighty heroes such as Caesar, Channing, Virgil, Bliss and Gregg had to be encountered. And so when the last struggle had subsided and the din of battle had ebbed away, there remained ten who had conquered. These ten have the distinction of being the first class to graduate in the middle of the year and of being the first class to graduate in the magnificent auditorium of the High School Annex.

The dimensions of the class are as follows:

Size of its head.....	19.299 feet.
Size of its feet.....	8.787 feet.
Height.....	54.737 feet.
Size of its hand.....	6.515 feet.
Weight.....	1256. pounds

Lives of Students

LIFE OF IVY BLOSSOM.

I, Lady Ivy Blossom, was born in Sun River, Mont., Nov. 1, 1893. I am of Scotch, Irish, French and German descent. I attended the public school in Sun River. I graduate from the Commercial Course this year.

LIFE OF JOYCE MARTIN.

I, Joyce Annie Martin, was born in Glasgow, Montana, February 4, 1896. I am of Scotch-Irish-Dutch descent. I

have attended school in Philipsburg, Chinook, Lewistown and Great Falls. I am graduating from the Classical Course. I intend to enter the College of Liberal Arts in the Northwestern University next year.

LIFE OF MATILDA BAIER.

I, Matilda Marguerita Baier, was born on July 23, 1895, in Philadelphia, Pa. I am of German descent. My first year of school I finished in Duluth, Minn., and



GRADUATING CLASS, JANUARY, 1914.

Top row—Clara Mettler, Helen Brown, Ivy Blossom, Martha Egged, Matilda Baier.
 Second row—Pearl Farnum, Minnie Neameyer, Mack Gault, Lydia Sinsler, Joyce Martin.

then entered the Great Falls Schools. I am graduating from the Commercial Course.

LIFE OF HELEN BROWN.

I, Helen Jeanette Brown, was born June 4, 1894, at Westpark, Minn. I am of Scotch, Irish and English descent. I first entered school in Anoka, Minn. Since then I attended school at Kalispell, Montana and this city. I graduate from the English Course.

LIFE OF CLARA METTLER.

I, Clara Marie Eulalie Mettler, was born in St. Paul, Minn., March 1, 1895. I am of Swiss, French, German descent. I entered the primary grade of the City Schools and am graduating from the Commercial Course. I expect to go to the State niversity, Missoula, next year.

LIFE OF MARTHA M. EGGED.

I, Martha M. Egged, was born December 11, 1894, at the Old Silver Smelter, near Great Falls, Montana. I am of German descent. I entered the primary grade of the City Schools and am graduating from the Commercial Course.

LIFE OF MINNIE NEUMEYER.

I, Minnie Neumeyer, was born October 26, 1895, at Great Falls, Mont. I am of German and Swedish descent. I entered school in Great Falls and am graduating from the Classical Course.

LIFE OF LYDIA SLUSHER.

I, Lydia Odella Slusher, was born at the Old Silver Smelter, near Great Falls,

Montana, Nov. 6, 1895. My father is German and French; my mother English and Quaker. When four years old we moved to Oregon and a year later came back to Montana.

I am graduating from the Commercial Course after which I shall attend Denison University, Granville, Ohio, where I shall take missionary work and surgical nursing. I expect to be a foreign medical missionary.

LIFE OF PEARL FARNUM.

I, Pearl Shirley Farnum, was born in Belt, Mont., April 21, 1896. I am of Welsh, Scotch and Irish descent. I attended school in Belt and Lewistown, Montana. I entered the Great Falls schools in the seventh grade, and graduated this year from the Commercial Course.

LIFE OF MACK GAULT.

I, Mack Gault, was born on September 22nd, 1894, at Great Falls. I am of Scotch and German descent. My Scotch ancestors came over on the Mayflower. I attended the grades in Spokane, Wash., Belt, and Great Falls. I entered the High School in Great Falls, and I graduate from the Latin Course. I have played on the basketball team and football team, have been in the chorus for four years, and I have been president of the Athletic Association. I intend to go to the University at Missoula next year.

Seniors

A—is for All of us, the senior class.

B—is for Baier, the bright little lass.

C—is for Clara, who is jolly and neat.

D—is for Days, there are seven in a week.

E—is for Egged, who could talk loud if she chose.

F—is for Farnum, who never knows.

G—is for Gault, the excellent chap.

H—is for Helen who looks for a snap.

I—is for Ivy, whose name is so sweet.

J—is for Joyce, who ignores defeat.

K—is for Kindness, we all have met.

L—is for Lessons, we all love to get.

M—is for Minnie, who brings candy, alas!

N—is for Nine, the girls in our class.
O—is for Oh! so often exclaimed.
P—is for Pardon, by us all it is claimed.
Q—is for Quick, a word we all must bear.
R—is for Rubber, that means to stare.
S—is for Slusher, thinks she's found a man.
T—is for Time, we waste it if we can.
U—is for Union, in which is our strength.
V—is for Vim, which needs more length.
W—is for Wit, in which we think we are strong.
X—is for Checks, we get when 'tis wrong.

Y—is for Yes, our efforts will crown.
Z—is for Zero, we get with a frown.

JUST INITIALS.

Mack Gault—Manly gentleman.
 Pearl Farnum—Pretty and fair.
 Ivy Blossom—Important brunette.
 Joyce Martin—Joyous messenger.
 Matilda Baier—Music-box.
 Helen Brown—Heart breaker.
 Clara Mettler—Celestial maid.
 Minnie Neumeier—Most nervous.
 Lydia Slusher—Little shoes.
 Martha Egged—Much enthusiasm.

Who Are We?

<i>Name</i>	<i>Nick Name</i>	<i>Characteristic Expression</i>	<i>Chief Fault</i>	<i>Hobby</i>	<i>Ambition</i>
M. G.	"Tink"	Oh, Joy!	Too polite	Pompadour	To get a wife
J. M.	"Jam"	Great Caesar's Ghost!	Studies too hard.	Work	To become an actress
I. B.	"Adumsky"	My Heavens!	Flirting	Dancing	To marry rich
M. B.	"Till"	Oh! Gosh!	Spooning	Playing	To get a man
L. S.	"Boss"	Good Heavens	Trifling	Matrimony	To grow
M. E.	"Mart"	Gee Whizz!	Too serious	To look pretty	To be a society bug
M. N.	"Youth"	My goodness!	Too slender	Latin	To get fatter
H. B.	"Brownie"	My grief!	Almost brilliant	Cooking	To be a cook
P. F.	"Pearly"	My stars!	Loves faculty	Sweet disposition	To be a wife
C. M.	"Clarice"	Oh, pickles!	Asking questions	Too much complexion	To be a hobo

Dedication of the High School Annex

The High School Annex contains an auditorium which seats twelve hundred people, the gymnasium, the Commercial department, the Domestic Science and Domestic Art departments, the physical and chemical laboratories, and the drawing room. It was open for public inspection on December fifth from two o'clock in the afternoon until five o'clock. Many people went through the building, several High School boys acting as guides. The dedicatory exer-

cises began at eight in the evening. The Rev. Mr. Giboney, pastor of the Presbyterian Church, gave the opening prayer. Mr. Largent gave a short address, after which the Hon. J. W. Freeman delivered the dedicatory address. Mr. Heimlich and Miss Bohannon furnished the vocal music, and Miss Evelyn Evensen the instrumental music. The exercises closed with the benediction by the Rev. Mr. Mynard, rector of the Church of the Incarnation.

Domestic Science

The domestic science course has just been added to the High School course this year. It is a new subject but it is very popular which is evident from the fact that forty-one girls are taking it.

The cooking department is especially interesting. The kitchen is on the top floor of the High School annex. In connection with it, there is a large pantry and dining room. Twenty students can be accommodated in the kitchen at one time as there are ten desks, two working at each desk. Every girl is provided with a gas stove of one burner and all the cooking utensils needed by a cook.

A gas range of the size ordinarily used in the home is provided and in addition to this there are twenty individual ovens. The kitchen is further equipped with a large refrigerator. The girls work in pairs, taking turns washing and wiping dishes.

The pantry is large and roomy, containing cupboards and drawers which afford ample room for all the cooking vessels required for this art. A dumb waiter descends from the pantry to the stage in the auditorium.

The dining room is bright and shiny, the lightest room in the building, furnished with a buffet, a dining table, and dining chairs. As a part of the equipment of the dining room, there is a set of table linen, Bavarian china and silverware including one dozen knives, one dozen forks, one dozen teaspoons, one dozen dessert spoons and one dozen table spoons.

This semester, the domestic science classes have taken up the study of fruits, vegetables, carbohydrates, and protein foods. When taking up the study of fruits, the girls made fifty glasses of grape and crab apple jelly, six quarts of grape jam, and canned twenty-five quarts of peaches. Besides this eight quarts of grape juice were made.

This branch of the work requires notebook work and the reading of bulletins on food which are sent out by the agricultural Bureau of Washington, D. C.

Across the hall from the kitchen is the sewing room. This contains six tables, each table seating four girls. The large, full length mirror makes it handy for the girls to fit their dresses, and there are five machines of standard makes. Thursday and Friday are the

sewing days while three days are spent in cooking. At the beginning of the term, the girls marked the towels to be used in the kitchen and hemmed the curtains for the kitchen and sewing room windows. Then, they took up the drafting of patterns which were used later in making combination suits. At the present time, the girls are making night gowns with hand embroidery.

On Dec. 17, 1913, a luncheon was given by the girls of the domestic science department, under the direction of Miss Edna Hagerman, instructor of domestic science, to the members of the school board, Supt. S. D. Largent, and Prof. J. R. Rae. The color scheme was pink

and white. In the center of the table was a bouquet of pink flowers. The place cards were tiny Santa Clauses carrying packages. Since this was the first luncheon given by the girls the gentlemen called it the initiation and declared themselves ready for the second degree. All the cooking and serving was done by the girls of the various classes.

The menu was as follows:

Cream of Celery Soup	Wafers
Veal Loaf	Escalloped Potatoes
Creamed Peas in Cases	
Hot Biscuits	Olives Jelly
Banana Salad	Cheese Fingers
Apple Capote	
Coffee	

Music Notes

On Friday evening, Jan. 16, 1914, the musical talent of the High School gave an operetta entitled *The Windmills of Holland*.

Special scenery was painted for the occasion by Mrs. Grace A. Wait, supervisor of music in the city schools.

The cast was as follows:

Farmer, Mack Gault.

Vrouu Hertogenbosch, His Wife

Mary Millegan

Wilhelmine and Hilda, Their Daughters
Esther Baarson and Kathryn Flaherty.

Bob Yankee, American Salesman

George Young

Hans, Student of Music in Love With
Wilhelmine, Frank Jordan.

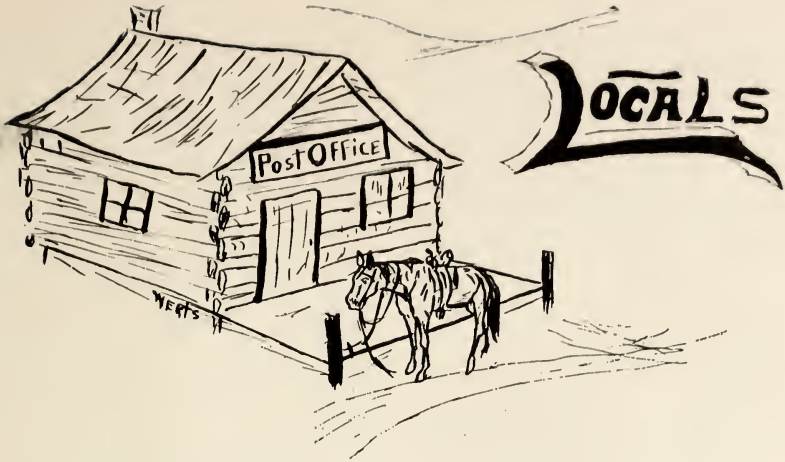
Franz, Rich Farmer's Son, In Love With
Hilda, Frank Stearns.

Katrina, Rich Farmer's Daughter

May Brennan

Chorus of Farmer's Daughters and Girls
working in the mill

Chetoe Tompson, Lucile Stedman, Dorothy Progreba, Esther Brach, Pauline Fryberg, Isabel Fairfield, Jean Gillen, Lorene Burks, Margaret Todd, Opal Smith, Helen Lease, Esther Herwin, Ethel Parker, Marguerite Bauer, Magda Wagnild, Dora Turney, Mary Baier, Sarah Curry, Bertha Miles, Esther Slusher, Mable Garrett, Dorothy Smith, Jodie Wren, Mabel Jones, Ethel McDermand, Anna Wocasek, Cleo Peters, Olive Skinner, Ellen Ryan, Alice Galusha.



There are four hundred and fifty-one students in the Great Falls High School.

Mr. Largent addressed the Mother's Division of the Women's Club on Monday, December 15.

Miss Hardy, former teacher of English in the Great Falls High School, is now teaching in San Bernardino.

The Athletic Association was the winner in the Leader Advertising Contest, and so receive one hundred and twenty-five dollars. It was largely through the enthusiastic interest and good advice of Miss Houliston, and through the hard work of Lee Singer and Norman Thisted, that we were able to win in this contest.

Arthur Jardine, captain of the 1911 Football Team, was offered the captaincy of the Idaho State University Football Team.

Donald Hoffman, '12, is studying law at the University of Denver.

Kathryn Sutherland, G. F. H. S. '12, University of Montana '16, was elected editor of the Kaimin this year. She is the first woman to hold this position.

David Steel, G. F. H. S. '12, Agricultural College '16, won the Sophomore debate.

Anna Rector, '12, is at Missoula this year. Last year she attended the University of Chicago.

David Hoffman, '03, who has been in the Congo Free State as an engineer, is visiting in this country.

Mrs. Douglas N. Wilson (Ethel Lambie, '04) is the mother of a baby girl, Helen Frances. Mrs. Wilson taught algebra in the Great Falls High School during the school years 1910-11 and 1911-12.

Edna Hagerman, G. F. H. S. '08, Agricultural College '12, is teaching Domestic Science in the Great Falls High School.

Mr. John Hoffman has presented the senior English room a beautiful little bust of Lord Byron.

Julia Hamilton, '08, was married to Julius C. Peters in the summer.

Ernest Mackay, G. F. H. S. '13, University of Minnesota '17, won a spelling match in the engineering department of the University.

Great Falls High School is now on the accredited list for the University of Pennsylvania.

Thorolf Evansen, '13, and Ernest Mackay, '13, are attending the University of Minnesota. Thorolf Evansen is studying law, and Ernest Mackay is in the engineering department.

Willard Stanton, who graduated from here in 1913, successfully passed the entrance examinations for Harvard.

Mr. and Mrs. Walter Jensen have a fine baby boy. Walter Jensen, '05, coached the football team two years ago, and is a universal favorite with all in the school on account of his enthusiastic interest in all our athletics. Mrs. Jensen (Frances Lambert) graduated in 1912.

Donald Suhr, '13, is attending the University of Pennsylvania.

Harley Hamilton, '13, is at Dartmouth.

Arthur Wright, '12, Arthur Drew '12, Verne Robinson '11, Gertrude Skinner '12, Hellen Gillette '11, Louise Webber '13, Jessie Lease '13, Marion Duncan '13, and Pearl Clark '13, are attending the University of Montana at Missoula. Pearl Clark was awarded a scholarship by the State Federation of Women's Clubs.

Grace McIver '13, Ruth Noble '13, Adelaide Stanley '10, Ethel Carpenter '13, David Thomas '11, and Edith Fowler '13, are at Bozeman attending the Agricultural College.

Adolph Heikkila '13, is teaching a country school.

Mabel Taylor '13, is teaching school at Bird Creek.

Mrs. Willis Ellis (Anna Gaunt '11) is the mother of a baby son.

Ida Oxley, a girl in the 9 B Class, was married this fall.

Every Thursday morning we have a general assembly of the students in the auditorium. The assembly lasts through the first forty-five minutes, and one period is dropped from the day's work. The first week the first period is dropped; the next week the second period is dropped, and so on. By this plan no one class is especially handicapped.

Merton Proctor '03, purchased a ranch near Truly.

Ernest Steel '12, is a reporter for the Agricultural College at Bozeman.

Evan Bethune '10, David Bethune '10, Alice Kelley '09, George Chichester '11, and Wilford Smith, University of Michigan '16, have paid visits to the High School.

We were visited by two teachers from the Ursuline Academy.

Mrs. Helen Smith Anthony '03, has just returned from eighteen months spent in Vienna and Germany.

Arnold Sengbusch '07, visited the High School.

Verne Robinson '11, and Pearl Clark '13, are two of the four honor students in mathematics at the State University, Missoula.

Ruth Bondy '10, now teaching Domestic Science at Opportunity, Washington, paid us a visit before the Christmas vacation.

The first dance in the gymnasium was given by the Athletic Association on Thanksgiving evening in honor of the football game between Anaconda and Great Falls.

Hazel Warden '13, is attending a business college in Burlington, Vermont.

Mr. and Mrs. James Rae have a baby son, William McLane Rae.

About fifteen girls and several teachers have organized a class in Manual Training. The class meets every Wednesday at two o'clock.

Jack Sweat and Lowell Watkins have made a new Roundup box. It is much larger than the old one, and has room for many more contributions than we are getting at present.

Miss Houliston was given a new clock last June by the class of '14. Jack Sweat and Lowell Watkins made the case.

At the first assembly of the year Mr. Largent addressed the school. Mr. Rae then gave a short talk, and the assembly closed with the singing of "America" by the school.

The program of the second assembly was especially good. Mrs. Agnew, President of the Tuesday Musical Club, introduced the musicians. Mrs. Speer sang, Mrs. Wadsworth accompanying, and Miss Mae Virginia Shafer rendered a piano solo that was much enjoyed.

The Rev. Floyd J. Mynard, rector of the Church of the Incarnation, spoke to

us at our third assembly. His subject was "Law."

The program for the fourth assembly was given entirely by pupils of the school. It was as follows:

Piano solo.....Katherine Kenke.
Violin solo.....Emmie Evans.

Accompanied by Elma Barnes.

The assembly closed with several songs by the school.

The Rev. Mr. Lilliefors of the First Unitarian Church was the speaker at the fifth assembly. We greatly enjoyed his remarks on "What We Should Be Thankful For."

Mr. Sam Stephenson spoke to us at our sixth assembly. After his address he presented Lowell Watkins, President of the Athletic Association with a check for one hundred and twenty-five dollars won by the Association in the Leader Contest. Then he gave the letters won by the track team and basketball team of last year, and by the football teams of both years. Those who received the letters in track were Bridgeman, Watkins, and Gillette; in basketball, Fake, Gault, Jordan, Gillette, Lambert, Case and Suhr; football 1912, Stariha, Werts, Douglas, John-

son, Suhr, Buley, Jordan, Lanway, Lambert, Berky, Watkins, Gillette, Gault, Sweat and Fake; football 1913, Gault, Fake, Lambert, Jordan, Watkin, Vin-gom, Young, Johnson, Marsh, Berkey, Lengeway, Sweat, Gillette and Case.

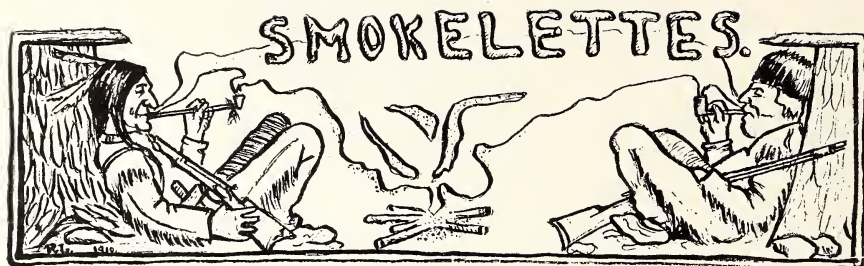
After the presentation of the letters, Fake, captain of the basketball team, and Gillette, captain of the football team, spoke briefly.

The first vocational congress in Montana was held Nov. 14, 14 and 15 at Bozeman. Seventy-five delegates were there. The speakers were Dr. Ulrich, Minneapolis; Miss DeLashmuth, Spokane; Mrs. Bandmann, Missoula, and Mrs. Hall, Missoula.

A square hole is cut from a sphere, the axis of the hole coinciding with a diameter of the sphere. The radius of the sphere is "A" and the diagonal of the hole is $2\sqrt{2}B$. Find the area of the surface cut from the sphere by the hole.

Arthur A. Oswald '11, now a sophomore in the Armour School of Technology, has the honor of being the first student in ten years to solve the above problem.





Miss Stone—"Who is Mary Queen?"

Fred Chichester—"Mary Queen of Scots."

"That slid into my sole."

And never an angle took pity on my sole in agony.

E. Crumb (translating German). "Feeling his eyes resting on her hand, she let them fall overboard."

Mr. Eastman (in Physics)—"Where does our supply of gasoline come from?"

N. Thisted—"It comes from the trees."

(Norman Thisted tried to climb a telephone pole with his automobile last summer. We would suggest that he pick out a gasoline tree next time.)

Heard in the hall—"Oh, Wat, what's a watt?"

Miss Seevers—"How is short u pronounced in Latin?"

Alex. Warden—"Like the u in spoot."

A. Warden (excitedly)—"What did I said?"

H. Geiger (in Physics)—"Heat is the absence of cold."

H. H. (translating Latin)—"The interior of Priam and the ancient kings is visible."

A. Warden (in Physics)—"What is the difference between the boiling point of steam and the boiling point of water?"

WITH OUR ENGLISH CLASSES

Feminine of hart is hartess.—McGeorge.

Feminine of bachelor is bacheloress.

The plural of old maid is bachelors.

Feminine of wizard is wizardess.—O. Marche.

C. Meyers (in 9 A Latin) translating "Caesar duxerat exercitum"—Caesar walked for exercise.

Miss Frost in 10 B English, speaking of a description of the Hotel Rainbow—"How do you get to it?"

C. Berger—"In a taxi, I suppose."

Miss Buckmeister in 10 B History—"Harry Jardine, how long do you stay in purgatory?"

H. J.—"I don't remember."

Miss Hagerman in looking over Domestic Science test papers found salary (celery) soup as part of the luncheon for the school board.

Statement from test paper—"Sugar is a very consecrated (concentrated) food."

Alex. Warden (in Latin)—Anchises extended his eyes to the stars.

Miss Seevers—"What does 'ablution' mean?"

Brilliant Senior—"It means to say your prayers."

C. Mettler—"See that kid crying over there?"

M. Egged—"Yes, what about it?"

C. Mettler—"I am going to get it a bat to go with its bawl."

Miss Schaible—"Ivy pronomee been."

I. Blosson—"Ben, bin, ben."

Miss Ccharble—"Why don't you say bean?"

I. Blosson—"Well, I didn't know the next word."

Miss Schaible—"The class may take 'Eloquence and Character' for tomorrow."

P. Farnum—"I don't see anything about elephants and character."

SONG OF A TRIG STUDENT.

(Apologies to Tennyson's "Brook.")

I slowly rise up to my feet,

My fleeting thoughts to rally;

And taking in a good, long breath,

I make my opening sally.

"Sine squared plus cosine squared is one;"

I am not afraid of failing.

"You'll have some fun before you're done,"

My classmates all are saying.

I hit my pace, formulas do flow,

Both little, big and clever;

For some talk fast and some talk slow,

But I'll soon be done forever.

I wind about, both in and out,

The finish to come nearer,

With here and there a lusty shout

To make my meaning clearer.

I chatter, chatter! on it flows:

"F equals one-half A C s'n B";

For formulas come and formulas go,

But now I am up a tree.

With four more formulas to say:

"F equals a squared sin B — —;"

But suddenly the spell breaks 'way,
The gong rings out and dies.

Blessings on the gongs that ring!

The silence deep to sever,

For if not rescued by something,

I would have failed forever.

—R. L. W., '14.

WHAT WOULD HAPPEN IF—

Mack Gault lost his voice?

Joyce Martin danced?

Minnie Neumeyer should get fat?

Matilda Baier would stop dancing?

Pearl Farnum would get married?

Lydia Slusher would be agreeable?

Martha Egged would stop frowning?

Ivy Blossom would stop sighing?

Helen Brown would lose her complexion?

Clarice Mettler would stop cracking jokes?

LAUGH IT OFF.

Are you worsted in a fight?

Laugh it off.

Are you cheated of your right?

Laugh it off.

Don't make tragedy of trifles,

Don't shoot butterflies with rifles—

Laugh it off.

Does your work get into kinks?

Laugh it off.

Are you near all sorts of brinks?

Laugh it off.

If it's sanity you're after,

There's no receipt like laughter—

Laugh it off.

H. R. Elliott.

AN ISER.

I'd rather be a Could Be,

If I couldn't be an Are;

For a Could Be is a May Be

With a chance of touching par.

I'd rather be a Has Been,

Than a Might Have Been by far;

For a Might Have Been has never been

And a Has Been was once an Are.

Students of High School

12 A.

Gault, Mack.
 Baier, Matilda.
 Blossom, Ivy.
 Brown, Helen.
 Egged, Martha.
 Farnum, Pearl.
 Martin, Joyce.
 Mettler, Clara.
 Neumeyer, Minnie.

12 B.

Aline, Jos.
 Bridgeman, Morris.
 Clingan, Chas.
 Fake, Ray.
 Gardner, Jas.
 Hansen, Emil.
 Hartford, Sarah.
 Hillstrand, H.
 Krieger, Geo.
 Nelson, Harry.
 Roberts, Frank.
 Singer, Lee.
 Sweat, Jack.
 Thisted, Norman.
 Volk, Chas.
 Volk, Christian.
 Vingom, Clair.
 warden, Alex.
 Watkins, Lowell.
 Woehner, Walter.
 Young, Edward.
 Young, Geo.
 Arthur, Helen.
 Austin, Joyce.
 Barnes, Edna.
 Barratt, Gladys.
 Bergstrom, Ina.
 Burlingame, Fr.
 Evans, Gertrude.
 Holmes, June.
 Houle, Marie.
 Huntsberger, Hazel.
 Johnson, Verna.
 Judson, Ruth.
 Lund, Emma.

Lundell, Jennie.
 Luther, Gretchen.
 Mayer, Lillian.
 Marsh, Opal.
 McDonnell, Clara.
 McDonald, Sarah.
 McMahon, Laura.
 McShane, Clare.
 Monses, Mildred.
 Morris, Evelyn.
 Mullery, Eliz.
 Neumeyer, Edith.
 Olson, Anna.
 Reeves, Ethel.
 Riach, Mary.
 Robertson, Eliz.
 Robinson, Doris.
 Rowles, Gladys.
 Sanders, Almira.
 Sewell, Estelle.
 Slusher, Lydia.
 Stewart, Beryl.
 Whitehead, Beulah.

11 A.

Case, Gerald.
 Clark, Earl.
 Potee, Kenneth.
 Prior, Harold.
 Rowe, Jas.
 Collins, Maud.
 Duncan, Myrtle.
 Gilman, Bonnie.
 McDermand, Edna.
 Payne, Joyce.
 Robertson, Vidah.
 Robinson, Ethel.
 Smith, Dorothy.
 Tenney, Patience.
 Turner, Beatrice.

11 B.

Arthur, Earl.
 Berky, Jas.
 Bloomdahl, Werner.
 Buley, Gustave.
 Canary, Howard.
 Chichester, Fred.

Dalve, Raymond.
 Fowler, Earl.
 Freeman, Paul.
 Geiger, Harold.
 Gillette, Norman.
 Hagen, Paul.
 Griswold, Keith.
 Hagen, Edwin.
 Holzberger, Lloyd.
 Johnson, Roy.
 Jones, Harper.
 Jones, Ray.
 Jones, Roy.
 Jordan, Frank.
 Kilroy, Leo.
 Lillquist, Henry.
 Marshall, John.
 Powers, Llewelyn.
 Rae, Arne.
 Ross, Donald.
 Smith, Otto.
 Stone, Walter.
 Woehner, Albert.
 Berkner, Chas.
 Baatz, Anna.
 Barker, Lenore.
 Brennan, May.
 Crum, Esther.
 Davison, Juanita.
 Duncan, Marguerite.
 Eisenbart, Katherine.
 Flaherty, Catherine.
 Fletcher, Elsie.
 Haag, Cornelia.
 Jones, Mabel.
 Kanne, Ruth.
 Kaufman, Bee.
 Keefe, Mae.
 Kinread, Alice.
 Lease, Clista.
 Longeway, Francis.
 Marohn, Olga.
 McCready, Hilda.
 McDermond, Ethel.
 McGeorge, Winnifred.
 Milligan, Mary.
 Molt, Eunice.
 Nordquist, Elsie.
 Parker, Ethel.
 Pogreba, Rose.

Poole, Veva.
 Race, Dorothy.
 Ryan, Ellen.
 Skinner, Florence.
 Sweat, Helen.
 Taylor, Grace.
 Thompson, Chetoe.
 Wilson, Christina.
 10 A.
 Anderson, Robt.
 Anderson, Oscar.
 Dickinson, Norwood.
 Carlund, Herman.
 Longeway, Forrest.
 Holmes, Jos.
 Prior, Alfred.
 Steel, Ernest.
 Baier, Mary.
 Brownell, Martha.
 Cockerill, Lena.
 Conover, Laura.
 Curry, Sarah.
 Garrett, Mabel.
 Liscum, Bessie.
 Longeway, Frances.
 Maxwell, Fern.
 Miles, Bertha.
 Slusher, Esther.
 Taylor, Grace.
 Tronson, Marion.
 Weller, Vida.
 Wocasek, Sarah.
 Bradford, Frank.
 Chase, Samuel.
 Clutton, Sam.
 Ede, Cecil.
 Ellis, Clifford.
 Hamilton, Leslie.
 Hammill, Leon.
 Hathorn, Wm.
 Haynes, Lois.
 Hektner, Hilmer.
 Holmberg, Clarence.
 Hougan, Sander.
 Iverson, Morten.
 Jardine, Harry.
 Jenkins, Lewis.
 Jones, Ashton.
 Kreutzer, Fred.
 Lambert, George.

Le Pard, Gerald.
 Marsh, Clair.
 McNair, Chester.
 Mill, Grant.
 Noonan, Howard.
 Oliver, Russell.
 Peterson, Bertrand.
 Regan, Daniel.
 Ristow, Cecil.
 Roth, Albert.
 Saldine, Emit.
 Sanford, Baalia.
 Sherwood, Marion.
 Stearns, Frank.
 Steel, Frederick.
 Strain, Arthur.
 Repaal, Clara.
 Richardson, M.
 Roalswick, Evelyn.
 Smith, Opal.
 Smith, Winifred.
 Stedman, Lucile.
 Stevens, Violet.
 Strain, Helen.
 Todd, Margaret.
 Warner, Jennie.
 Wagnild, Margaret.
 Webber, Rachel.
 Wick, Margaret.
 Wood, Margaret.
 Wocasek, Anna.

9 A.

Amston, Arnold.
 Bailey, George.
 Calvert, Cecil.
 Collins, Dan.
 Cottier, Melvin.
 Duncan, Forest.
 Fousek, Albert.
 Hall, Nelson.
 Herrick, Robert.
 Horack, Albert.
 Jenkins, Edward.
 Kunkel, Glenn.
 Meyer, Clarence.
 Mill, David.
 Moore, Hugh.
 Muhlig, Carl.
 Murphy, Will.
 Sharp, Wallace.

Suhr, Carl.
 Spengler, Carl.
 Stinchicomb, Albert.
 Thompson, Stewart.
 Windsor, Wm.
 Barratt, Laura.
 Bondy, Florence.
 Brussett, Inga.
 Connor, Roma.
 Dahl, Ruth.
 Givens, Loretta.
 Grover, Marjorie.
 Jarl, Ruth.
 Kilroy, Loretta.
 Lief, Sigud.
 Longeway, K.
 Magnuson, Nora.
 Martin, Vira.
 Delphine Olmstead.
 Olson, Edna.
 Peters, Cleo.
 Peterson, Agnes.
 Pettigrew, Bertha.
 Reeves, Ethel.
 Roth, Lillian.
 Rowland, Emma.
 Sharp, Lois.
 Thronson, Lillian.
 Taisted, Violet.

9 B.

Afflerbach, Herman.
 Anderson, Robt.
 Arthur, Duane.
 Baier, John.
 Barker, Robt.
 Bergstrom, Edward.
 Bradford, Fuman.
 Burrus, Leonard.
 Cameron, Hugh.
 Cameron, John.
 Campbell, Robt.
 Cassun, Nick.
 Chamberlain, Clyde.
 Conrad, Earl.
 Craig, Wallace.
 Curry, Luke.
 Dalve, Clarence.
 Davis, Boyd.
 Dotseth, Walter.
 Evans, Howard.

Fake, Maurice.
 Fieden, Herman.
 French, Benj.
 Gerber, Edward.
 Gies, Arthur.
 Gray, Geo.
 Gray, John.
 Haynes, Chas.
 Helwig, Frank.
 Houle, Harry.
 Klock, Allen.
 Klock, Robt.
 Lane, Earl.
 Lease, Edward.
 Leuchars, Earl.
 Lipton, Raymond.
 Littlejohn, Earl.
 Lynes, Francis.
 Melin, Geo.
 Morris, Jas.
 Murphy, Eugene.
 Nelson, Geo.
 Nelson, Victor.
 Neumeyer, Chas.
 Oesterlie, Lewis.
 Payne, Roy.
 Peters, Hobart.
 Pohlmeier, Dewey.
 Sappington, Harry.
 Shusher, Geo.
 Smith, Robt.
 Springer, Fred.
 Stearns, Fred.
 Sterling, Frank.
 Stimpert, Fred.
 Stromberg, Harold.
 Tarash, Matt.
 Thomson, Carl.
 Vidal, Forrest.
 Wertheim, D.
 Wilkes, Roy.
 Fulton, Robt.
 Hathern, Robt.
 Bloom, Hilma.
 Bradley, Estelle.
 Branch, Esther.
 Brown, Helen.
 Bruneau, Vivian.
 Buley, Mary.
 Burlingame, Amy.

Byles, Beatrice.
 Carver, Lois.
 Cavano, Alberta.
 Cullen, Elsie.
 Dahlin, Agnes.
 Davidson, Lawrence.
 Eberl, Margaret.
 Edwards, Evelyn.
 Fairfield, Isabel.
 Ferguson, Harriet.
 Fowler, Anabel.
 Fryburg, Pauline.
 Gillan, Jean.
 Helmerichs, Edna.
 Herboisheimer, Edna.
 Heikka, Esther.
 Hill, Helen.
 Hillstrand, Hazel.
 Haugan, Anna.
 Judson, Edith.
 Kenkel, Kath.
 Kensler, Gladys.
 Kimmerlie, Olive.
 Knott, Irene.
 Lavoie, Blanche.
 Lee, Netta.
 Lewis, Velma.
 Lewis, Gertrude.
 Littlejohns, Ethel.
 Lloyd, Mary.
 Lynch, Ellen.
 McNally, Mary.
 Mehl, Anna.
 Noble, Dorothy.
 Noble, Sarah.
 O'Brien, Margaret.
 Olsen, Hilda.
 Olson, Laura.
 Oxley, Ida.
 Parker, Anna.
 Pearson, Evangeline.
 Pearson, Laura.
 Pierce, Clista.
 Pogreba, Dorothy.
 Prevolshek, Mary.
 Reip, Erma.
 Skinner, Olive.
 Strunk, Lorene.
 Sullivan, Helen.
 Sutton, Ila.

Swanson, Esther.
 Thayer, Gladys.
 Turney, Dora.
 Tunell, Claris.
 Walsh, Mary.
 Webber, Bessie.
 Wren, Jodie.
 Wuerel, Mary.

SPECIALS.

Lanway, Reid.
 Stimpert, Walter.
 Bodkin, Angel.
 Delphy, Gertrude.
 Henderson, Esther.
 McNally, Anna.
 Stone, Helen.
 Witke, Lydia.

**EXCHANGE.**

We have received the following exchanges:

Student, Port Huron, Mich.
 The "O", Oskatoosa, Iowa.
 The Collegian, Deerlodge, Mont.
 The Rocky Mountain Leader, Boulder, Mont.

The Tyro, San Bernardino, California.
 W. H. S., Wilbur, Washington.
 Boomerany, Longmont, Colorado.
 The Prospector, Tonopa, Nevada.
 The Odessaite, Odessa, Washington.
 The E. L. H. S. Oracle, Auburn, Maine.

The Monmac, Dillon, Mont.

The Echo, Nashville, Tenn.

The "Student", was especially interesting to us because it contained a picture of Sun River made by Clarence Bull, who formerly attended the Great Falls High School.

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 Little grains of poise,
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 With mighty little noise.

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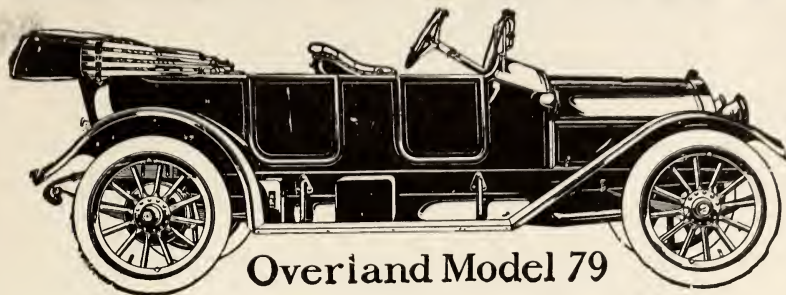
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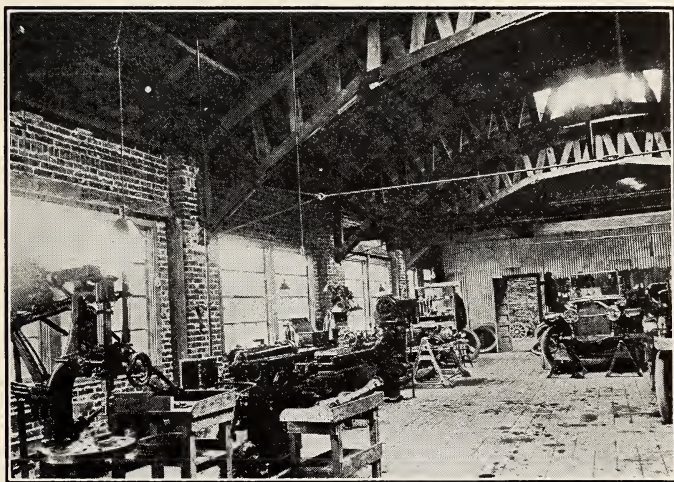
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